



ACER COMPASS

ENGAGE THE
DISENGAGED

- Literacy
- Numeracy

Please visit

<http://www.acer.edu.au/tests/compass>
for more information

Australian Council for Educational Research



Compass

User-guide

Contents

Compass administration process.....	1
Background.....	2
Compass Development.....	2
Compass assessment content	3
Technical Requirements.....	3
How to register as a Compass client.....	4
Assessment levels	5
Guidelines for estimating reading and maths ability.....	6
Gatepost tasks.....	6
How to purchase Compass assessments.....	7
Initial Login	9
Session times.....	9
Some additional advice.....	9
Starting a test	10
Accidentally logging out or dropping out during a test	11
Scrolling.....	12
Completing a test	13
Reports	14
About the Compass Reports	15
<i>Sample Compass Report – page 1</i>	16
<i>Sample Compass Report – page 2</i>	17
Understanding Compass Scores.....	18
<i>Raw Scores</i>	18
<i>Scale Scores</i>	18
<i>ACSF Levels of Performance</i>	19
Using the Compass Report.....	19
<i>Scale scores</i>	19
<i>Compass Reading – Described Regions</i>	21
<i>Compass Maths – Described Regions</i>	22
<i>Strand summaries and skill descriptors</i>	23
<i>ACSF Level estimate</i>	23
Contact Us	23

Compass administration process

1. Register as a client for iAchieve
2. Receive your school code and register for Compass
3. Receive your welcome package
4. Conduct the gatepost test with the students you wish to assess (optional, see below for details)
5. Order logins (emailed immediately)
6. Set up the assessment requirements (computer and internet access)
7. Student completes the assessment
8. Reports are instantly available from the administrator's homepage

Background

Compass is an online literacy and numeracy assessment specifically designed for adolescents and young adults who have had limited or disrupted exposure to formal education, including experience in testing.

Compass aims to provide teachers with detailed information about literacy and numeracy skills and achievement.

Compass is unique in that it promotes engagement with the assessment by using age, content and ability appropriate prompts that aim to reflect the experiences and interests of the adolescents and young adults taking the test.

Compass also aims to provide case workers and teachers with information to assist them to guide these disengaged young people back into an appropriate education pathway.

Compass Development

Compass was developed by ACER with the key goal of offering a flexible, meaningful assessment of student ability in the essential areas of literacy and numeracy for students with disrupted or “at-risk” engagements with formal schooling.

Extensive consultation took place to ensure test content and difficulty were relevant for the target groups. This included literacy and numeracy focus groups with potential test-users to review sample content and approaches.

Sample data for Compass was gathered from students in a range of Australian schools from October 2009 to February 2010.

Approximately half the students sampled (57% for Reading and 44% for Maths) were students in the Innovative Community Action Networks (ICAN) program administered by the South Australian Department of Education and Children’s Services.

The data was collected using a number of trial test forms. Rasch analysis was then performed at a form level, concurrent analysis (all forms joined by link items) and run on one scale to assess difficulty of items and student abilities.

Differential Item Function (DIF) analysis was also performed. This allowed analysis of groups within the data to identify any (strong) bias by any group for particular items. The groups that were used in the DIF analysis were:

- Gender
- Age
- ATSI status
- ESL status
- Population (school vs. ICAN)
- Above age, below age and at level testing

From these analyses, items were chosen from the trial forms and placed into three final forms for each of Maths and Reading. The items were selected for the final forms such that there is an increasing average difficulty for each test form.

Two measurement scales were then constructed: the Compass Reading Scale and the Compass Maths Scale, each with a mean of 100 and a standard deviation of 10. Logit tables were run on each of the final forms.

A concurrent analysis was then performed on the final forms and scale scores calculated from logit tables. This analysis was run using an anchor on the items from the concurrent analysis. This shows that the average item difficulty of the test and the case ability average increase.

Compass assessment content

Compass is a series of tests designed to assess skills in Mathematics and Reading. Within each of these subjects the assessments cover various strands.

In Mathematics, the strands are:

- Number;
- Measurement;
- Space; and
- Chance and Data.

In Reading, the question types are:

- Text location and interpretation (TLI)
- Contextual Understanding (CU)
- Text and language knowledge (TLK)
-

These question types are spread out over various text types:

- Informative
- Argumentative
- Imaginative

Technical Requirements

The speed of your Internet connection will determine the number of participants who can sit an assessment at any one time. Below are suggested maximum numbers of participants for different types of Internet connection.

Connection Type	Connection Speed	Maximum Number
Modem	56K bit/s	1 participant
ADSL (basic)	128K bit/s	2 participants
ADSL (medium)	256K bit/s	5 participants
ADSL (high)	512K bit/s	10 participants
ADSL (corporate)	1.5M bit/s	30 participants 1 class

Cable (basic)	1.5M bit/s	30 participants 1 class
Cable (high)	>3 mb/s	1 - 2 classes

How to register as a Compass client

To register please go to the iAchieve website at <https://iachieve.acer.edu.au>

1. Log in with your account code. (You will have received your account code via email after registering online through the iAchieve website)

2.

iA⁺chieve
online assessment services

ACER

Trial College

Test Name	User Guide	Registration Type (Expiry Date)	SL Number	Tests Purchased
OPI	User guide	Register		
Compass	User guide	Register		

Test Name	User Guides	Tests Purchased	Tests Assigned	Tests Unassigned
AGAT	User guide	0	0	0
ART	User guide	0	0	0
PATMaths Plus	User guide	0	0	0

3. Click on 'Register'

iAchieve
online assessment services

ACER

Home

Register

Please indicate your preferred registration option

☐ **Pay-as-you-go**
This option will incur an annual registration fee (\$300.00 AUD).
Fee per test pair (one maths and one english) is \$17.00 AUD.
The school can purchase tests as required throughout the 12 month period.

Licence
The license will give you access to unlimited tests throughout the 12 month registration period.

☐ Licence (\$9,500.00 AUD)

For further information about current costs, please refer to our website: <http://www.acer.edu.au/compass/price.html>

Next >>

4. Select your preferred registration option.
5. Complete the payment section. You can choose to pay with either a Purchase Order or a credit card.

You will now receive your Compass welcome package (including the gatepost test) via email.

Your welcome package will include 10 logins (if you selected the pay-as-you-go option) or a licence code (if you selected the licence option), this user-guide and a gatepost test for both Reading and Mathematics.

Assessment levels

Compass offers three test levels in both English and Mathematics. The determination of the test level is crucial to the experience of the test taker, and in consequence to their engagement with the assessment.

The levels have been colour coded to avoid competition amongst the students.

The colours correspond to each level as such:

- Level 1: Blue
- Level 2: Orange
- Level 3: Purple

Guidelines for estimating reading and maths ability

There are Compass online tests at three levels for both reading and mathematics. These guidelines are provided to assist administrators to estimate the ability of young people so they can choose the most suitable Compass online test.

Administrator estimates of a young person's ability will naturally vary depending on the amount of information available. Therefore, an 'educated guess', based on the guidelines below and, if necessary, the use of a 'gatepost task', should be the basis for estimating ability.

Use the information in this table to choose the most appropriate Compass online test for each participant when you are not fully aware of the young person's educational achievements and limitations. You need to choose **one** for Reading and **one** for Numeracy.

Your estimate of student ability	Indicators	Which Compass test?
Fairly weak (lower primary level)	Trouble filling in basic forms. Poor pencil/paper handling. Actively avoids any literacy or numeracy tasks.	Blue: Level 1
OK, but not great (upper primary level) Or Unable to estimate	Can read basic information e.g. how to get to the computer room, transport information. Reads/looks at simple materials of interest e.g. horoscopes/sports reports/notices/advertisements Can undertake common, everyday numeracy tasks with money etc.	Orange: Level 2 Also choose this if you have absolutely no idea of a student's likely ability. *see 'gatepost tasks' below
Competent - around year 8 level or above (early secondary level)	Perhaps you have seen this person reading a magazine, an online article, or confidently undertaking an everyday literacy or numeracy task.	Purple: Level 3

Please note: It is not necessary for the Reading and Numeracy tests for a participant to be at the same level. For example, it might be appropriate for a young person to undertake a Level 2 Compass online test in Reading but a Level 1 Compass online test in Numeracy.

Gatepost tasks



Using the information in the table above to inform your judgement is recommended. However, if you need further assistance to select the appropriate online test for a young person, you can use a 'gatepost task'. There is one task for Reading and one for Numeracy. Essentially, they are sample tasks, with scripted instructions to you, the administrator. You will show the participant a sample text and verbally ask them the questions provided. Their spoken responses will guide you as to which test to select.


The gatepost tasks have been included in your welcome package.

When the test level has been determined you can then proceed to order your logins.



How to purchase Compass assessments




1. Go to the home page
2. Click on 'Purchase tests'.





Trial College

Test Name	User Guide	Registration Type (Expiry Date)	SL Number	Tests Purchased			
OPI	 User guide	Register			Renewal	Purchase tests	Report
Compass	 User guide	License (14/09/2011)	SL-67989836	0	Renewal	Purchase tests	Report

Test Name	User Guides	Tests Purchased	Tests Assigned	Tests Unassigned			
AGAT	 User guide	0	0	0	Purchase tests	Assign tests	Reports
ART	 User guide	0	0	0	Purchase tests	Assign tests	Reports
PATMaths Plus	 User guide	0	0	0	Purchase tests	Assign tests	Reports

Purchase: Student Accounts

School: Sample School (13623255)

Please indicate below the number of tests you require.

Compass Tests (Includes student reports)

Reading & Mathematics **Reading** **Maths**

3. Select the number of logins required and the relevant level (Please note: you can select different levels for the two subjects)
4. Click 'next'
5. Select your desired payment option: credit card or purchase order
6. Complete the payment section as prompted

Please note that if you are registered for a licence you will be asked to enter your licence code at this point. You will not be directed through the payment system, as you have already paid the licence fee.

Initial Login

You can log in by entering a username and password. Usernames and passwords are emailed to the nominated recipient at a school the instant an online purchase is completed.

To enter your username and password please go to the following website:

<https://iachieve.acer.edu.au>

1. Enter login details
2. The first time a student logs into Compass to complete and assessment they will be asked to complete some personal details, such as name, date of birth and year level.
3. The student's personal details can be amended in the 'My Account' section of the student's home page at any time.

Session times

Each young person will be asked to sit **one** Reading and **one** Numeracy Compass online test. The time estimated for each test session is **30 minutes**, but more time can be taken if needed. You may decide which test to administer on one day, and then actually deliver the test at a later date.

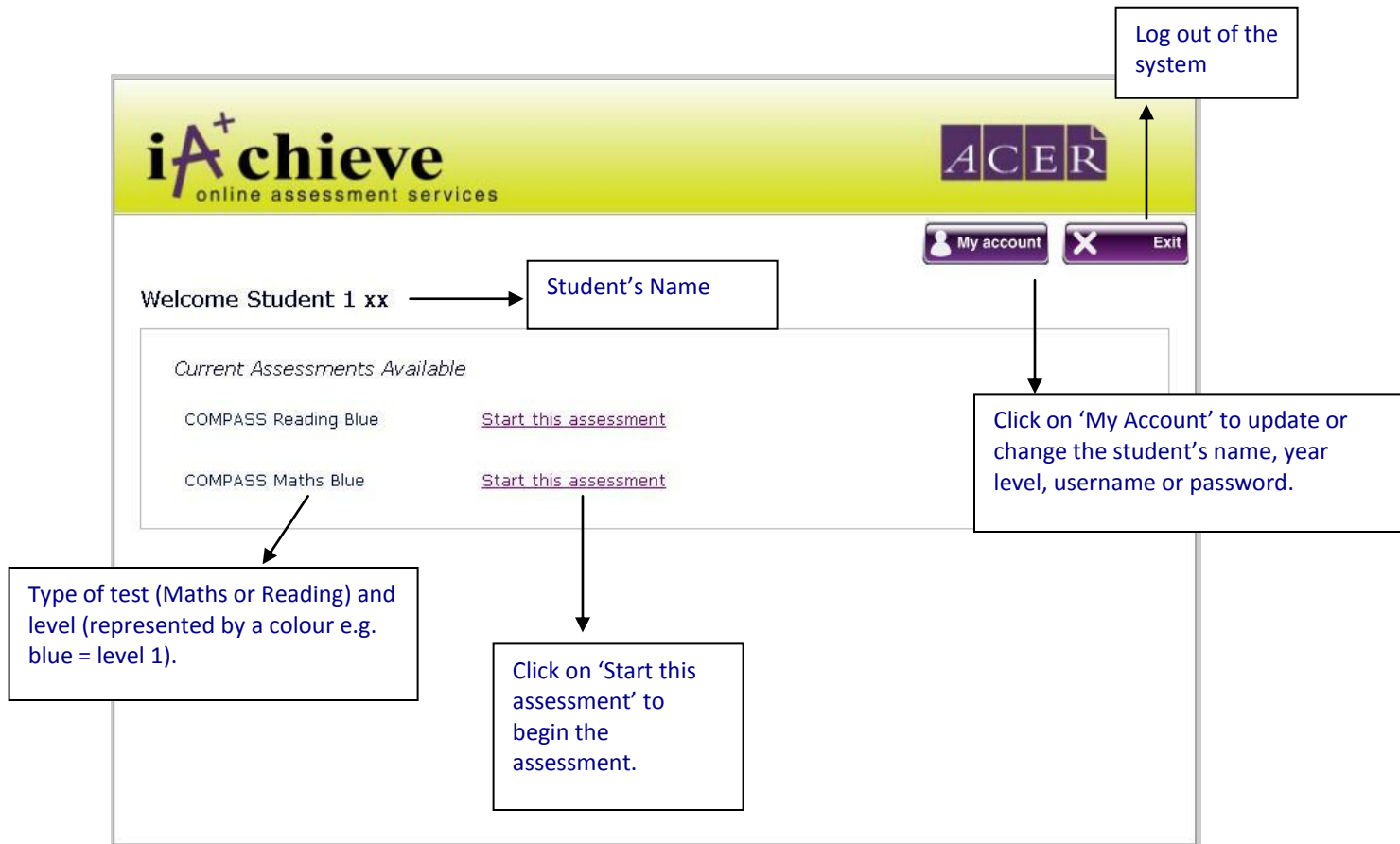
Participants may complete both Compass online tests in the one sitting; however if they are going to complete the two tests in one sitting, there should be a short break between sessions (5 – 10 minutes).

Some additional advice

When young people are doing the Compass online tests please encourage them to attempt every question. Questions are **not** arranged from easier to harder within a test, so if they experience difficulty with any question they should move on to the next one because it won't necessarily get harder. The system allows participants to move backwards and forwards through the questions.



Starting a test


Once a student's personal details are entered the student will be directed to their home page. It will look similar to the image below (depending on which test has been purchased).




Accidentally logging out or dropping out during a test

If the student has accidentally logged out of the system or the computer has shut down due to unforeseen circumstances, the student can log back in at a later date to complete their test. After logging back into the system, the student will be returned to the last unanswered question. The numbers that are highlighted **blue** represent questions that the student has already answered. The numbers that are highlighted **red** represent the questions that the student has not answered.





Compass Reading Blue



What is the man on the right likely to be saying?

☐ 'How do I look?'

☐ 'Hi, who are you?'

☐ 'Look what you did!'

☐ 'Did you want a car?'

Previous

Next

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Blue represents answered questions


Red represents unanswered questions


Scrolling


Some questions are too long to be displayed on one screen. For these questions a scroll bar will appear around the question context.

iA⁺chieve
online assessment services


ACER

 *Compass Reading Blue - practice*

GRAFFITI ART


TAGS


'Taggers' spray graffiti on property that belongs to other people, without asking. To me that makes it wrong. Anyway, they cause property damage, and that's illegal as well! Other people say that graffiti is art but there is no imagination involved in tagging at all. Last week I spent \$200 and a lot of time and energy cleaning off these walls. If these little 'artists' love their own designs so much, why don't they just tag their own houses and leave mine alone!


Maria

What would be the best heading for these texts?

☐ Graffiti: for and against
☐ How to create graffiti art
☐ Why graffiti should be banned
☐ Council provides graffiti art space

Previous

Finish

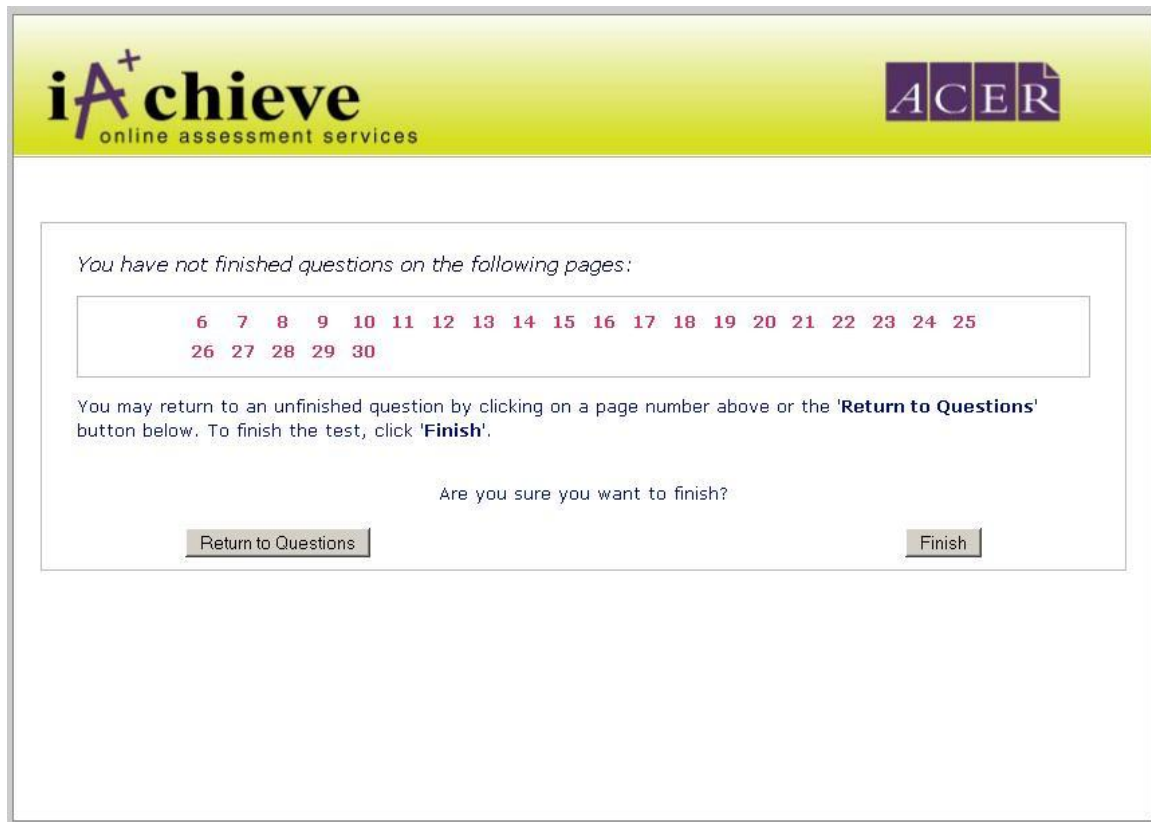
Next

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Please be aware of this and make sure the students use this feature.

Completing a test

On the last screen (question 30) a 'finish' button will appear. If the students click this button the following screen will appear:



The screenshot shows the iAchieve online assessment services interface. At the top, there is a yellow header bar with the iAchieve logo on the left and the ACER logo on the right. Below the header, a white box contains the text: "You have not finished questions on the following pages:". Below this text is a list of page numbers from 6 to 30, arranged in two rows. The first row contains 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25. The second row contains 26, 27, 28, 29, 30. Below the list of page numbers, there is a paragraph of text: "You may return to an unfinished question by clicking on a page number above or the 'Return to Questions' button below. To finish the test, click 'Finish'." Below this text, there is a question: "Are you sure you want to finish?". At the bottom of the white box, there are two buttons: "Return to Questions" on the left and "Finish" on the right.

Please note: once the 'finish' button on this screen has been clicked the answers are committed to the database and the student will be unable to go back to the assessment.


Reports


The students will receive a certificate of completion immediately upon completing both parts of the assessment (Reading and Mathematics). The certificate will be available to download from the student's homepage.

The administrator will have access to a detailed report about the performance of the student. This report will be available for download from the administrator's home page:



The screenshot displays the iAchieve administrator interface for Trial College. At the top, the iAchieve logo and ACER logo are visible. A purple 'Exit' button is in the top right corner. Below the college name, there are two tables. The first table lists user guides for OPI and Compass, with links to 'Register', 'License (14/09/2011)', 'SL-67989836', '1' test purchased, 'Renewal', 'Purchase tests', and 'Report'. The second table lists test names AGAT, ART, and PATMaths Plus, with columns for 'User Guides', 'Tests Purchased', 'Tests Assigned', 'Tests Unassigned', 'Purchase tests', 'Assign tests', and 'Reports'. An arrow points from the 'Report' link in the first table to the 'Reports' link in the second table.

Test Name	User Guide	Registration Type (Expiry Date)	SL Number	Tests Purchased			
OPI	 User guide	Register			Renewal	Purchase tests	Report
Compass	 User guide	License (14/09/2011)	SL-67989836	1	Renewal	Purchase tests	Report

Test Name	User Guides	Tests Purchased	Tests Assigned	Tests Unassigned			
AGAT	 User guide	0	0	0	Purchase tests	Assign tests	Reports
ART	 User guide	0	0	0	Purchase tests	Assign tests	Reports
PATMaths Plus	 User guide	0	0	0	Purchase tests	Assign tests	Reports

The reports can be generated per subject and per level. They will open in as PDFs.

About the Compass Reports


Performance on Compass is reported on a detailed “Individual Student Report for Professionals”. This report is intended for use by both teachers/educators and case workers. The report comprises two pages.

The first page of the report provides:

- Student name, date of birth and test date;
- Compass test form completed;
- Summary results, including:
 - Total raw score and percentage correct
 - Scale score
 - Number of questions correct by strand, text type, and question type.
- Detailed results by question, including:
 - Description of the skill assessed by the question
 - Question type/strand
 - Option chosen by student
 - Correct/Incorrect/Not attempted
 - Matching ACSF indicator

Sample Compass Report – page 1

Total raw score



Individual Student Report for Professionals

Name: John Smith

Date of Birth: 1 January 2006

Test: Compass Maths - Blue

Date: 21 September 2010

Scale score and error band

Summary

Raw score: 25/30 (83.3%)

Scale score: 107 ± 5.3

Area of maths

Score

Area of maths

Score

Number

13/14

Space

2/5

Measurement

6/6

Chance & Data

4/5

Question responses

Question descriptor

Maths area

Option

Result

ACSF indicator(s) for each question

Raw score by strand

1

add simple amounts of money

Number

C

✓

1.09 1.10

2

subtract simple amounts of money

Number

B

✓

1.09 1.10

3

recognise and compare familiar shapes and objects

Space

C

✗

1.09 1.10 1.11

4

estimate the height of a common object

Measurement

C

✓

2.09 2.10

5

identify and count an amount of money

Number

D

✓

1.09 1.10

6

understand familiar words about position and location

Space

A

✗

2.09

7

identify an everyday fraction such as a half and a quarter

Number

C

✓

2.09

8

select way of multiplying with money

Number

C

✓

2.09 2.10 2.11

9

estimate length of a common object given handspan

Measurement

D

✓

2.09 2.10

10

interpret simple bar graph

Chance & Data

C

✗

2.09 2.10

11

read and interpret simple bar graph

Chance & Data

C

✓

2.09 2.10

12

read time on an analogue clock to the nearest quarter hour

Measurement

C

✓

2.09

13

multiply with money

Number

C

✓

2.09 2.10

14

identify the amount of money represented by a set of coins and notes

Number

B

✓

2.09 2.10

15

recognise and represent halves

Number

C

✓

1.09 1.10

16

recognise correct method for

Number

B

✗

2.09 2.10 2.11

17

change a time in minutes and

Measurement

C

✓

2.09 2.10

18

work out change with money

Number

C

✓

2.09 2.10

19

locate a position on a map given map reference

Space

C

✗

2.09 2.10

20

subtract with whole numbers

Number

B

✓

2.09 2.10

21

read and interpret simple bar graph

Chance & Data

C

✓

1.09

22

read and interpret simple bar graph

Chance & Data

C

✓

2.09 2.10

23

subtract with whole numbers

Number

A

✓

2.09 2.10

24

name the shape of an image of a 3D shape from a different view

Space

A

✓

1.09 1.11

25

recognise familiar shapes that will tessellate

Space

A

✓

3.09 3.10

26

read and interpret data and match with a pie chart

Chance & Data

C

✓

3.09

27

choose appropriate measurement unit

Measurement

B

✓

2.10

28

estimate the length of a common object

Number

B

✓

2.10

29

estimate the length of a common object

Measurement

B

✓

2.10

30

compare decimal numbers to 2 decimal places

Number

E

✓

2.09

Question descriptor

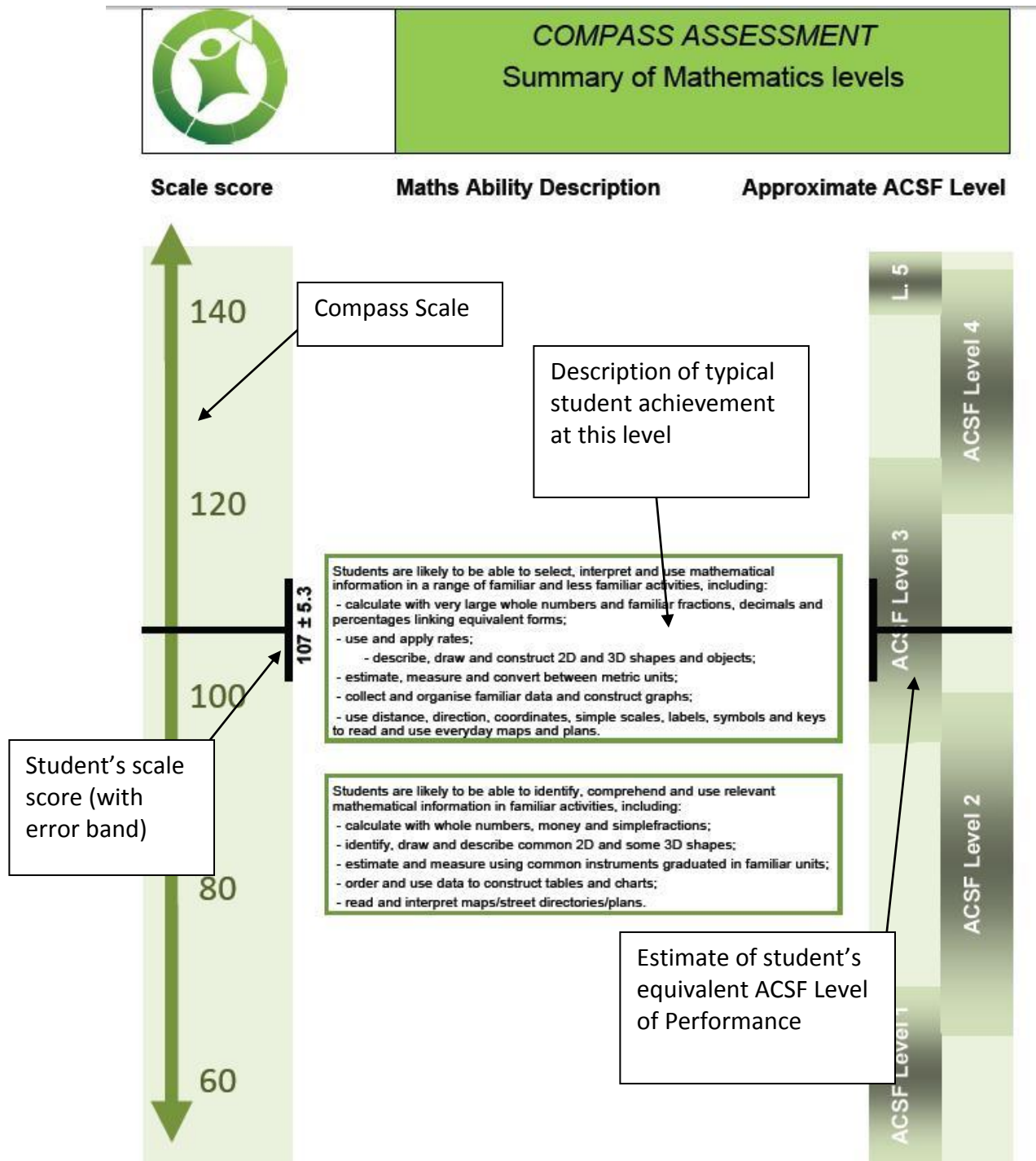
Response chosen by the student

1 NA: not attempted

Sample Compass Report – page 2

The second page of the report provides a summary of the student's performance showing:

- the position of the performance on the Compass scales
- descriptions of typical student performance in that region of the scale
- estimated alignment with ACSF Levels of Performance



Understanding Compass Scores

Compass provides four different kinds of score:

- raw scores, including total raw score and raw scores by strand/text type/question type
- a total percentage score correct
- a Compass scale score
- an estimated ACSF Level of Performance

In addition for each question, the report provides an ACSF indicator which gives an estimation of where the skill addressed by the individual question falls in the ACSF. (In some cases the skill addressed by the questions spans more than one ACSF indicator level, in which case all indicator levels matching the skill assessed are provided.)

Raw Scores

A “raw score” is the number of correct answers a student gives on a particular test paper or section. If there are 40 questions on the test and a student gets 27 correct, the student’s raw score is 27.

The advantages of using raw scores are that they are easy to calculate and understand and they show clearly which and how many questions were answered correctly. The disadvantages are that different test papers have different numbers of questions and some test papers are harder than others, so raw scores are not very useful for comparisons. For example it is hard to compare 30 out of 50 on a hard test to 30 out of 50 on an easy test or 30 out of 40 on a hard test. The other disadvantage of raw scores is that the score intervals are not even, i.e. the difference between getting 27/40 and 28/40 is not the same as the difference between getting 38/40 and 39/40.

Scale Scores

A measurement scale is a kind of score that avoids a lot of the disadvantages of raw scores. In particular, the units of measurement are even and the scale allows fair comparisons between measurements taken at different times, on different subjects and using different measurement “devices”. Examples of measurement scales in the real world include centimetres, metres and kilometers (cm, m, km) or for distance and degrees Centigrade for temperature (°C)

The advantages of using scale scores for measurement can be seen, for example, in using centimetres as a way of measuring a child’s height:

- the units (cm) are even, i.e. 1 cm is the same length whether it is the first or last cm
- it doesn’t matter whether you are measuring a short child or a tall child, you can use the same scale
- it doesn’t matter whether use measure the child’s height with a ruler, tape measure or against a scale drawn on a wall. They all measure in cm.
- if you measure a child’s height this year or next year you can compare the measurements fairly.

Compass has two measurement scales: the Compass Reading Scale and the Compass Maths Scale. Both are measurement scales developed specifically for Compass. Like other measurement scales, the Compass scales have no boundaries, but most scores on Compass fall between 35 and 165 on the scales.

The Compass scales have many important uses in the development of the Compass tests, but from the point of view of the user there are three main uses of the Compass scale score:

- comparing a student's performance at two different times (i.e. measure growth over time) **even if different Compass test forms are used**
- providing a description of typical student performance at different levels on the scales
- providing an estimate of student performance on Compass compared to the ACSF Levels of Performance.

As well as a scale score, Compass also provides an estimated error band for the score. This reminds users that Compass, like all similar tests, provides an estimate of student ability based on his or her performance on the test on that day. The Compass scale score provided is the test's best estimate of the student's ability and the error band provides the likely possible range in which the student's "true" score falls. Users should be careful not to overemphasise differences in performances between students or for one student over time where the error bands for the score provided overlap.

ACSF Levels of Performance

Information on the ACSF including detailed descriptions of the indicators and levels is available at: <http://www.deewr.gov.au/SKILLS/PROGRAMS/LITANDNUM/ACSF/>

As part of the development of Compass, the skills tested in each question were matched against the level and indicators of ACSF Reading and ACSF Numeracy by a team of researchers familiar with the Compass test materials and the ACSF.

Having completed this process, the team made an estimation of the ACSF Levels of Performance in Reading and Numeracy against the relevant Compass scales. This was done with reference to the described regions of the Compass scales, the matching of individual test items to ACSF indicators and test item difficulties.

Using the Compass Report

The Compass Report provides three kinds of useful information for case workers and teachers:

- a scale score that estimates student achievement and can be used to monitor student growth over time and provide a general description of typical student achievement at a particular level;
- details of what kinds of questions the student was and wasn't able to answer correctly, by strand, type and skill;
- an estimate of the student's performance against the ACSF Levels of Performance.

Scale scores

Compass provides a Compass scale score and error margin for the student's performance on the maths and reading tests.

Teachers and case workers can use these scores to record a student's performance at a particular time and to measure change over time if the student is re-tested at a later date. The Compass measurement scales that underpin the test forms allow fair comparisons to be made even if the student takes a different Compass test form at the second or subsequent sitting.

Regions on the Compass scales are described in terms of typical student performance. This provides the teacher or case worker with a broader understanding of what the student's

achievement is likely to be and allows comparison with the student's actual performance on specific test questions that assess particular skills.

Finally the Compass report uses the student's scale score to make an estimate of student performance against the ACSF Levels of Performance (see below for more information about ACSF).

Below are the described regions for the Compass Maths and Reading Scales.



COMPASS ASSESSMENT Summary of Reading levels

Scale Score	Reading Ability Description	Approximate ACSF Level
140	<p>Students are likely to be able to answer a broad range of questions about more complex texts consisting of more than 3 paragraphs with some less familiar ideas, less familiar vocabulary and style and some longer sentences. They may also be able to interpret and critically analyse structurally complex texts containing some ambiguity, and:</p> <ul style="list-style-type: none"> interpret texts to identify the author's point of view; use knowledge of the text to make inferences; link ideas between paragraphs; link ideas within and across complex sentences; identify the main point and purpose of complex texts. 	L.5 ACSF Level 4
120	<p>Students are likely to be able to answer a range of questions about texts consisting of 2-3 short paragraphs with some familiar ideas, less familiar vocabulary and some longer sentences. They may be able to evaluate and integrate facts and ideas to construct meaning from a range of text types, and:</p> <ul style="list-style-type: none"> link ideas within and across complex sentences; interpret texts about less familiar topics; ACSF Level 1 ACSF Level 4 ACSF Level 2L 5 ACSF Level 3 locate information in a range of texts. 	ACSF Level 3L
100	<p>Students are likely to be able to answer a range of simple questions about texts consisting of 2-3 short paragraphs with familiar ideas, less familiar vocabulary and some longer sentences. They may be able to identify and interpret relevant information within familiar contexts, and:</p> <ul style="list-style-type: none"> recognise main ideas in longer texts; link ideas across longer sentences; make simple inferences; locate directly stated information in different text types; locate information when they cannot directly match unfamiliar words; identify a range of text types. 	ACSF Level 2
80	<p>Students are likely to be able to answer simple questions about a short illustrated paragraph of simple text with familiar ideas, familiar vocabulary and simple sentences, and:</p> <ul style="list-style-type: none"> locate information when they cannot directly match words; locate directly stated information; interpret the meaning of simple sentences; link ideas across simple sentences; match a picture with a word; match a picture with a description. 	ACSF Level 1
60		



COMPASS ASSESSMENT Summary of Mathematics levels

Scale Score	Maths Ability Description	Approximate ACSF Level
140	<p>Students are likely to be able to extract and evaluate the mathematical information embedded in a range of activities, including:</p> <ul style="list-style-type: none"> use and calculate with fractions, decimal fractions, percentages, signed numbers and numbers in index form; use and apply ratio, rates and proportion; use angle properties, symmetry and similarity; estimate and accurately measure including using relevant formulae and convert between metric units ; collect, represent, summarise and interpret a range of data; use, calculate with and interpret information based on maps including scales, bearings, distances, speed and time. Develop, interpret and use simple formulae and algebra 	L.5 ACSF Level 4
120	<p>Students are likely to be able to select, interpret and use mathematical information in a range of familiar and less familiar activities, including:</p> <ul style="list-style-type: none"> calculate with very large whole numbers and familiar fractions, decimals and percentages linking equivalent forms; use and apply rates; describe, draw and construct 2D and 3D shapes and objects; estimate, measure and convert between metric units; collect and organise familiar data and construct graphs; use distance, direction, coordinates, simple scales, labels, symbols and keys to read and use everyday maps and plans. 	ACSF Level 3L
100	<p>Students are likely to be able to identify, comprehend and use relevant mathematical information in familiar activities, including:</p> <ul style="list-style-type: none"> calculate with whole numbers, money and simple fractions; identify, draw and describe common 2D and some 3D shapes; estimate and measure using common instruments graduated in familiar units; order and use data to construct tables and charts; read and interpret maps/street directories/plans. 	ACSF Level 2
80	<p>Students are likely to be able to locate, recognise and use key mathematical information in simple and highly familiar activities, including:</p> <ul style="list-style-type: none"> compare, add and subtract whole number amounts (up to 1000) including with money; recognise, compare and measure familiar shapes and objects using basic metric measurements and quantities; follow simple and familiar oral and written directions. 	ACSF Level 1
60		

Strand summaries and skill descriptors

The report provides:

- a summary of the student's performance by strand, text type and question type;
- a description of each question in the test completed by the student described in terms of the skill required, the subject strand and corresponding ACSF indicator(s);
- a description of typical student achievement at the level obtained by the student.

Teachers can use this information to inform their judgments about student strengths and weaknesses and plan for future teaching.

ACSF Level estimate

The Australian Core Skills Framework (ACSF) describes levels of performance in the 5 core skills of Learning, Reading, Writing, Oral Communication, Numeracy. According to the DEEWR website, the "ACSF provides:

- A consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts
- A common reference point for describing and discussing performance in the 5 core skill areas"

The estimates of the student's performance against the ACSF Levels of Performance in the Compass Report provide case workers and teachers with evidence towards describing a student's performance in reading comprehension and numeracy on the ACSF.

Information on the ACSF including detailed descriptions of the indicators and levels is available at: <http://www.deewr.gov.au/SKILLS/PROGRAMS/LITANDNUM/ACSF/>

Contact Us

Email: compass@acer.edu.au

Tel: +61 3 9277 5743

Web: <http://www.acer.edu.au/tests/compass>